**Lesson Planning Template**

**VT English Education**

**Teacher’s Name: Josh Thompson Lesson Date and Time: 11/14, 1pm**

**Room Number: # of Students: 5-6**

**Enduring Understandings/Unit Goals:** Students will learn about inferences and how they sometimes can be wrong or misinterpreted.

**Essential Question:** How can we piece together meaning from clips? What do inferences tell us? How can we learn from inferences?

**Standards Addressed:**

 

 

 

 



**Lesson Objective(s):** Students will participate in a Tea Party activity and then draw meaning from inferences made during the activity. They will also discuss the accuracy of their inferences.

**Materials Needed:** index cards with phrases, computer document of “Eleven,” computer, Smart Board

**Technology/21st Century Learning:** A computer and Smart Board are used in this lesson, which will allow the teacher to have the poem projected for all students to see. This will aid visually impaired students as well as visual learners.

**Teaching/Instructional Process:**

**1. Anticipatory Set/Hook:** The teacher will remind students about their current work with inferences. He or she will then tell them that, today, they will gain more practice with it.

**2. Process:**

1. The teacher will explain the “rules” of the Tea Party. (direct 1 min)
2. The teacher will pass out index cards to students. (direct 30 secs)
3. Students will get up, walk around the room, and share their index cards and begin discussing what they think the poem might be about. (indirect, 5 mins)
4. The teacher will call students back together. (direct 10 secs)
5. Students will gather into prearranged groups. (indirect, 1 min)
6. In groups, students will discuss what they think the poem is about/what is happening. After discussing, they will record their predictions by writing a “We think” statement (a paragraph that begins with “We think the poem is about…” (indirect, 5 mins)
7. The teacher will gather the class together. Students will share their “We think” statements with the class. (indirect, 3 mins)
8. The teacher will display the poem on the Smart Board and ask for volunteers to read. If no one volunteers, the teacher will call on someone. The student will then read the poem. (indirect, 1 min)
9. After reading the selection, in groups, students will discuss how their predictions differed from the text. They should look at how the author created relationships between the words and how they created relationships. What were similarities? What were differences? Can you identify what lead you astray or kept you on target? (indirect, 4 mins)
10. Students will share and discuss their responses with teacher guidance. (direct/indirect, 5 mins)
11. In groups still, students will skim the text and look for phrases that might have helped them stay on target or that might have lead them astray. What else could the teacher have included? (indirect, 3 mins)
12. Students will share and discuss their responses with teacher guidance. (direct/indirect, 3 mins)

**3. Check for Understanding/Closure:** The teacher will close by providing some final thoughts on inferences and how to make inferences, referring back to previous lessons’ instruction. He or she will then remind students that they do or should be doing things like this all the time when they read, just not in quite the same format. As they read, they should be making these guesses/thinking about the text.

**Independent Practice:** Students are working collaboratively, which is a component of 21st Century Literacies as well as the real world that they will enter upon graduation. In addition, making inferences is a skill that students will need in life and one with which they gain practice in this lesson.

**Differentiated instruction:** The collaborative nature of this lesson allows all students to succeed. Weaker students or struggling students can learn and benefit from interaction with stronger, more engaged students. In addition, the open-endedness of this activity allows students to take risks and allows them to draw upon their prior knowledge and make meaning in their own ways.

**Interdisciplinary Components:** This lesson combines elements of reading, writing, and communication.

**Assessment/Rubrics:** The teacher will listen to student interaction during the Tea Party and groups. This provides an informal assessment of student progress in the activities. In addition, the sharing allows the teacher to assess group work and collaborative thinking.